



## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)	37	Elementary schools (includes K-8)
	10	Middle/Junior high schools
	7	High schools
	0	K-12 schools
	<b>54</b>	<b>TOTAL</b>

2. District Per Pupil Expenditure: 7694

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city  
☒ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☐ Small city or town in a rural area  
☐ Rural

4. 2 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6			0
K	50	34	84	7			0
1	44	31	75	8			0
2	42	32	74	9			0
3	33	38	71	10			0
4	28	24	52	11			0
5	25	28	53	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							409

6. Racial/ethnic composition of the school:

1 % American Indian or Alaska Native
1 % Asian
0 % Black or African American
73 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
21 % White
3 % Two or more races
<b>100 % Total</b>

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 8 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	21
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	27
(4)	Total number of students in the school as of October 1.	322
(5)	Total transferred students in row (3) divided by total students in row (4).	0.084
(6)	Amount in row (5) multiplied by 100.	8.385

8. Limited English proficient students in the school: 54 %

Total number limited English proficient 220

Number of languages represented: 6

Specify languages:

Arabic, Chamorro, Farsi, Other non-English, Punjabi, Spanish

9. Students eligible for free/reduced-priced meals: 71 %

Total number students who qualify: 291

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 6 %

Total Number of Students Served: 23

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>14</u>	<u>2</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>4</u>
Support staff	<u>1</u>	<u>0</u>
Total number	<u>17</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 27 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	95%	96%	95%	96%
Daily teacher attendance	97%	94%	94%	96%	97%
Teacher turnover rate	1%	7%	5%	6%	9%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

In 2007-2008, one teacher resigned for family reasons, one teacher left for child care purposes, and one teacher took a leave of absence for personal reasons.

In 2006-2007, one teacher went on maternity disability, one teacher left for child care purposes, and one teacher was on Family Medical Leave Act for 5 months.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>		%

## PART III - SUMMARY

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R. H. Dana Elementary School is named after Richard Henry Dana, who sailed into Dana Point Harbor in the 1830s, and is closely linked with California's exciting history and its rich cultural diversity. Built in 1966, R. H. Dana Elementary School enjoys a 270 degree view of the Pacific Ocean. Our attractive campus serves 409 diverse students in Kindergarten through grade 5. Our Kindergarten program lasts for the entire school day with no more than 24 students in each class. The After School Education and Safety program, serving 80 students daily with homework assistance, is also located on our campus.

Our school has achieved many prestigious milestones. In 2008, R. H. Dana received the designation of a California Distinguished School. In both 2008 and 2009, we were recognized with California Title I Academic Achievement Awards. We have achieved impressive API gains and a "10" similar schools ranking. We have also been recognized as a "highlighted school" on the AllThingsPLC website.

The mascot for this beachside community school is the whale and the motto teachers instruct by is "Excellence – It's No Fluke." The staff mantra is, "We do whatever it takes to help students grow. We diagnose and prescribe, one child at a time." The school's vision combines focus, commitment, and diligence, which is demonstrated by our entire learning community. It is evident that everyone here at R. H. Dana is making a difference, one student at a time. R. H. Dana has achieved its impressive gains in student achievement by:

- Setting **high expectations** for staff and student excellence.
- **Focusing** on maximizing instructional time in key content areas.
- **Diagnosing** student needs and **prescribing** academic improvement plans, on a child-by-child basis.

While 71% of students qualify for free or reduced price lunch and over 54% of students are English learners (73% Hispanic), the school's API is 869, a 163-points gain over four years. The API of Caucasian students has grown to 914, and the gap between Caucasian and Latino students' APIs has decreased by over 65% in four years. Our reputation has made us a frequently toured school by other Professional Learning Communities from across the nation.

Families are encouraged to be involved in the school in whatever ways they are comfortable. Parents volunteer in the class, office, and after school. Families proudly watch class performances, spelling bees, and choral and instrumental concerts. The PTA and School Site Council members are dedicated, enthusiastic volunteers. Many parents attend the monthly Unity Day Scholar assemblies. Additional traditions include marching in the annual Festival of Whales Community Parade, McTeacher Night, Multicultural Fair, Spring Carnival, monthly Coffee with the Principal, and weekly Friday bake sales. One of our own Professional Learning Community traditions is Action Walks, when our teachers observe, share, and learn from each other's live classrooms.

There is no secret to how this academic achievement has been achieved: Students and staff at R. H. Dana Elementary School work hard and are tirelessly committed to excellence. Our Pyramid of Intervention system, called the Diagnostic, Explicit, and Systematic Student Support Program, provides students the differentiated instruction they need to continuously grow. The school continuously monitors the progress of students to ensure that instruction is constantly refined and tailored to student needs.

The staff at R. H. Dana is constantly learning. Continuous improvement efforts are guided by the latest research. Finally, R. H. Dana students have achieved and will continue to achieve success because every staff member at R. H. Dana is a leader. Experts are valued and expertise is fostered. This model of distributed leadership empowers the R. H. Dana community to excel for years to come.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The California Standards Test (CST) is administered each spring to all students in grades two through five in English Language Arts and Mathematics. All of the multiple-choice exams and writing assessments are designed to measure student achievement of California content standards. In addition, fourth grade students complete a writing assessment and a science portion is given to fifth grade students. Starting in 2008, students with identified disabilities who had performed far below basic or below basic on the CST's qualified for the California Modified Assessment (CMA). These test results demonstrate the progress of each individual student, grade level, and overall performance of the entire school from year to year. Individual student performances are measured with the following levels: Advanced, Proficient, Basic, Below Basic, and Far Below Basic. Following the No Child Left Behind guidelines, it is our goal to have all students performing at the Proficient and Advanced levels.

The results of the CST's determine a school's and each significant subgroup's Academic Performance Index (API) rating, which ranges from 200-1000. The state has designated 800 as the API target for all schools to meet. For the past five years, R. H. Dana has made significant growth in API scores. In 2005, our API was 706. We are extremely proud that our current 2009 API is now 869. We are celebrating our 163-points API gain. The API is also used to rank schools. A school is compared to other schools statewide and to 100 other schools that have similar demographic characteristics. With "10" being the highest possible score, R. H. Dana has achieved a 10 in similar school rankings since 2006. Additional data information can be found at <http://www.cde.ca.gov/ta>.

R. H. Dana's four significant subgroups of students include English Learners (EL), Socioeconomically Disadvantaged (SED), Hispanic/Latino, and White. We are a small school and the underperforming subgroups represent a large percentage of our population. For example, in 2009, our EL subgroup represented 65% of our population, the SED subgroup was 69%, and the Latino subgroup was 68%.

We have succeeded in closing the achievement gap for our underperforming populations. In 2005, the difference between White and Latino API scores was 200 points. Presently in 2009, the gap between White and Latino is 62 API points. We are very proud of our 138-point achievement closure. All subgroups are currently achieving the federal Annual Yearly Progress (AYP) targets.

In English Language Arts, there has been a steady increase of students scoring Proficient or Advanced. This schoolwide data is: 30%, 2005; 43%, 2006; 48%, 2007; 58%, 2008; and 71% in 2009. Overall, in five years, we have accomplished a growth of 41 percentage points in English Language Arts. For the English Language Learner subgroup, there was an increase from 16% of students who are Proficient or Advanced to 68%. Similarly, the Hispanic subgroup increased from 18% to 65%.

The following data reveals the increasing percentage growth of students scoring Proficient or Advanced in Math. 41%, 2005; 49%, 2006; 62%, 2007; 59%, 2008; and 76% in 2009. For 2009, 96% of our fourth grade students attained a proficient or advanced level in math. Over the past five years, we have had an increase from 28% to 65% of our students who are Proficient or Advanced in the English Language Learner subgroup. We have witnessed an increase from 27% to 74% of students who are Proficient or Advanced in the Hispanic subgroup.

R. H. Dana Elementary's continual growth over time reflects our dedication to education and our ability to meet every child's individual academic needs. Our students consistently meet our high expectations and the highest of academic standards.



## **2. Using Assessment Results:**

Our teachers make an important distinction between assessment for learning and assessment of learning. Formative assessment guides learning as it happens. It is frequent and provides regular feedback to current students and their teachers. Progress monitoring is the essential link to help R. H. Dana teachers determine the extent to which students are closing the gaps between expected levels of performance and actual performance. For example, every month students are assessed with fluency and comprehension through the use of DIBELS (K-5) and Comprehension Analysis (2-5); every trimester students in grades 2-5 are assessed on Renaissance Learning STAR Reading; and quarterly, ELA and math Benchmark Exams are followed up with an in-depth analysis of student results. Teams of teachers meet regularly to review data and make instructional decisions for learning units and for individual students.

The use of our Diagnostic, Explicit, and Systematic Student Support Program (DE-S<sup>3</sup>P) allows us to meet student needs early and aggressively so that students begin experiencing success in school immediately. Initial assessments determine the current level of each student. Any and all students with needs diagnosed in the literacy continuum receive the targeted prescriptive intervention they require. Students participate in the DE-S<sup>3</sup>P intervention classes when they are not receiving core instruction from their classroom teacher. Every 6-8 weeks, placement changes are considered and discussed with each teacher when students are “benchmark” or grade level competency is achieved and maintained. Students for whom intervention is not appropriate are provided with differentiated content and instruction by the classroom teacher in a smaller setting, often at accelerated levels.

Assessment results confirm our strengths and reveals gaps in our students’ academic knowledge. We provide intensive, supplemental instruction using the assessment results for at-risk students. The ultimate goal is for all students to achieve at or above grade level in all academic areas.

## **3. Communicating Assessment Results:**

R. H. Dana believes communication is the key to effective partnerships. The school has many established systems for regular communication on student performance data with all stakeholders. The thrice-yearly parent-teacher conferences provide a vital opportunity for teachers to review student portfolios, Benchmark Exam results, California English Language Development Test (CELDT) growth, the California Standards Test results from the previous school year, the student’s present level of performance and establish goals and objectives for each student. For our Spanish speaking parents, translators are provided for the conferences so parents clearly understand the assessments data and goals that are presented for their children. Likewise, all home school communication is provided in English and Spanish. Teachers send home weekly reports on how individual students have performed during the week and are readily available to discuss concerns or celebrate successes with parents in person or by phone.

In every classroom, poster graphs with data results from the California Standard Test (CST) exams, DIBELS, fluency, Renaissance Learning STAR Reading, and Benchmark exams are clearly displayed and updated every trimester. These posters demonstrate classroom successes and growth and are reviewed with students. Progress is further monitored through use of the district’s standards-based report cards. They accurately communicate to parents how successful their children are in meeting grade levels standards and provide explicit information to teachers and the school in meeting specific standards-based needs. Results from the Benchmark Exams are sent home quarterly, which includes strategies for how parents may help their children master less successful standards.

A document entitled “What Every Child Needs to Know” was designed to inform parents of the school’s high expectations and is given as a resource to support families at home and encourage parent participation. Writing samples, math problems and reading passages are included in these packets. On our school web site, we communicate our assessment results annually by posting our School Accountability Report Card (SARC).

#### 4. **Sharing Success:**

The moment parents and visitors pull up to R. H. Dana they are greeted with messages of important upcoming events on the school's marquee. A weekly phone message is sent home by the principal reminding families of important information about school and community events. Families with computer access receive weekly ListServ messages as well. Teachers communicate on a weekly basis with newsletters and "responsibility" reports which provide a weekly recap of their child's daily (behavior) progress.

As R. H. Dana has experienced many achievements such as a 2008 California Distinguished School Award and Title I Academic Achievement Awards, we strive to communicate our success with other schools and the community. As a featured school on the AllThingsPLC website (<http://allthingsplc.info>), we share about our evidence of effectiveness data.

Site visitations are welcomed from schools throughout the country. Visiting teachers and administrators are able to observe our staff and learn about our very special Diagnostic, Explicit, and Systematic Student Support Program. We model our excellent teaching strategies and define our programs for other schools so they too may implement successful practices.

R. H. Dana has been chosen to pilot several district programs such as Project Write Away, district textbook adoptions, and writing rubrics committees. We have several teachers who have shared our best practices with teachers from other school sites by leading district-wide staff development trainings such as Open Court Passport classes. Several teachers have been selected to serve as BTSA support mentors and as Master Teachers for students from California State University Fullerton and National University.

We are extremely proud of all of our accomplishments. We are confident that the nation's NCLB goal of 1,000 points is within reach and attainable. As a Blue Ribbon Program School, we will continue to share our unique programs and best teaching practices with other educators.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

R. H. Dana recognizes that all students can and should be helped to achieve great success. It is a fundamental belief at R. H. Dana that every child has access to a rigorous, grade-level, standards-based core curriculum.

Open Court has been adopted by the district, a scientifically based researched high-quality reading program. Taking advantage of SB 472, a 40-hour training, all teachers received in-depth knowledge on how to utilize the Open Court program for effective instruction. The high fidelity daily instruction is systematic, intentional, explicit, robust, and active. There is a minimum of 2½ hours of uninterrupted language arts for daily instruction including scaffolding or workshop. During workshop time, time built into the day for systematic differentiation; the classroom teacher provides targeted instruction with a group of students with similar needs. Teachers focus on grade level high priority state standards utilizing Action Learning System (ALS) Open Court pacing guides. Assessment data from ALS quarterly assessments are regularly used to meet student needs, differentiate instruction, and monitor progress.

The school believes expecting students to write well is synonymous with expecting them to be exceptional scholars. As a Title I school, the Step Up to Writing Program was adopted to help students purposively write at least once a day. Teachers help students write well by modeling, guiding, and writing shared products with students, gradually releasing responsibility. Prewriting is assisted by Thinking Maps. All published student writing is guided by the 6+1 writing traits and the writing process. All staff use analytic rubrics and anchor papers to help guide student writing, and focus on grade level genres and applications so that students have a better opportunity to master a targeted genre of writing. My Access, an online instructional writing program that utilizes artificial intelligence software to score, guide, and provide immediate feedback to students' writing, is utilized in the fourth and fifth grades.

The newly adopted Pearson Scott Foresman enVision Math Program serves to strengthen conceptual development. After attending a 40-hour SB 472 training for this math program, teachers deliver instruction which provides students with meaningful connections. Daily lessons are organized into 4 parts: Opening - (Student Engagement); Interactive Learning - (Hands-on, problem based, builds concepts); Visual Learning - (Direct Instruction); and Close/Assess and Differentiate (Quick Check and Differentiated Instruction activities.) Oftentimes, the visual learning will incorporate the use of visual animation PowerPoint or digital lessons synched with the textbook.

The MacMillan/McGraw Hill and Beckman Science kits allow for investigative learning in the various disciplines of science. Partnering with the local Ocean Institute in Dana Point, a non-profit marine and maritime history education center, most grade levels take annual field trips to explore hands-on interactive learning such as the fifth grade overnight trip to Catalina Island Ecology Safari where students learn about the lithographic geology of the islands and about its tectonic history. They dissect and observe sea life, studying adaption, decomposition, conversation, life cycles, and other aspects of biology. The social studies curriculum utilizes the Scott Foresman History-Social Science program. United Streaming video and Digital Path reinforce the most essential questions and enduring understandings of social studies and science.

All students receive standard-based instruction in art through the Meet the Masters program. Students in grades 4<sup>th</sup> and 5<sup>th</sup> also receive music instruction from a specially-credentialed music teacher (90 minutes a week.).

Classroom teachers provide Physical Education lessons. Upper grade students participate in the Healthy for Life program. Every Friday, the principal runs with students in a quarter mile course. Additionally, R. H.

Dana participates in the Healthy Kids Nutrition Network and the food services staff makes instructional, standards-based health presentations to our classes.

#### **2a. (Elementary Schools) Reading:**

(This question is for elementary schools only)

In an effort to obtain the district's major objective of accelerating learning of all students, our district adopted the Open Court Reading program. Benefits of this program include a common language among teachers within and across grade levels, guaranteed consistent instructional delivery, researched instructional sequence of skill and concept presentation and an emphasis on comprehension strategies that meet the rigorous California State Standards. Upon attending the SB 472 Open Court training, all teachers came to understand how the instructional content is embedded in the five big ideas of reading: phonemic awareness, phonics, fluency, comprehension, and explicit teaching of vocabulary.

Daily instruction allots for explicit instructional strategies while systematic instructional sequences scaffold and reinforce major learning objectives. For example, in the primary grades, the focus is upon learning the sound/spelling cards, decoding, and high frequency words. In the upper grades, the focus increases from learning to read to reading to learn and incorporating Bloom's higher levels of cognition. Ample practice opportunities are built into the program, particularly during workshop time where students are taught in small groups. All student materials are aligned to the program such as decodable readers that reinforce the day's sound/spelling card.

R. H. Dana uses other supplemental instructional resources to target key literacy areas of need. Earobics is a web-based program that provides individualized, multisensory approach to improving students' phonological awareness. For additional motivation, students take Renaissance Learning's Accelerated Reader comprehension quizzes. This program, in combination with Renaissance Learning's computerized STAR Reading assessment, helps students choose books at their appropriate independent reading level. In-depth examination into the scores and abilities of the students led a team of teachers to create a school wide rigorous vocabulary program to help students develop comprehension.

Most importantly, during the popular Literacy Nights, families listen to books being read by teachers and engage in related literacy activities.

#### **3. Additional Curriculum Area:**

All standards are the focus of instruction at R. H. Dana, however, the school has engaged in an effort to prioritize standards and identify power standards. This effort is particularly well-developed in math, where the school utilizes a focused curriculum guide that has very positively impacted student learning. Schoolwide Annual Measurable Objectives (AMOs) in math have grown from 41% to 76% in the past 5 years. (Latino Math AMOs have grown from 27% to 74%- the achievement gap is shrinking.)

With a strong research base that centers on interactive and visual learning and differentiated instruction to address the specific needs of all student populations, enVision Math was adopted by the district. After attending SB 472 trainings as well as two days of Data Analysis trainings, teachers are able to use the program's targeted instructional resources, both in print and through the digital path, to provide students with extra practice should they need help in grasping a particular skill.

To ensure students make maximum growth, results from benchmark exams along with topic-based assessments are analyzed by teachers and shared with students prior to reteaching. Parent reports are sent home regularly with suggested strategies for helping their children in the less successful math standards in which students have shown less successful performance.

R. H. Dana also uses FASTT Math, a supplemental instructional resource to target number sense and computational fluency, using research-validated methods to help struggling students develop fluency with basic math facts in addition, subtraction, multiplication, and division. The FASTT system (Fluency and Automaticity through Systematic Teaching with Technology) is a networked software program that provides continuously adaptive instruction that efficiently increases math fact fluency in customized, 10-minute daily sessions. The staff believes that developing automatic recall of basic math facts enables students to focus on higher-order math skills such as advanced computation, problem solving, and algebra.

#### **4. Instructional Methods:**

Our school serves a population that is approximately 70% non-white, English learners, and socioeconomically disadvantaged. Embracing the spirit of Response to Intervention (RtI), the R. H. Dana learning community is guided by high expectations for students, with a “diagnose and prescribe” approach to meeting every student’s needs. During workshop, time built into the day for systematic differentiation, the classroom teacher provides targeted instruction with a group of students with similar needs. For example, a fifth grade student would receive standards-based appropriate instruction by the classroom teacher. In addition, this student receives targeted, supplemental intervention in such areas as decoding, fluency, and comprehension outside the classroom in small groups with a highly-qualified interventionist using research validated programs.

This system of interventions, called the Diagnostic, Explicit, and Systematic Support Program (DE-S<sup>3</sup>P), evolved from our school’s efforts to do whatever it takes to help our K-5 elementary students experience success. As we universally screen students, we design a system of intervention for each individual that addresses their specific areas of need. Small group placement is dependent upon where in the literacy-continuum students are experiencing difficulty: phonemic awareness, phonics, decoding, fluency, vocabulary, comprehension, writing.

Progress monitoring data is collected at regular intervals during the trimester. Results are shared with individual teachers promptly. When students are still not progressing adequately, they are given additional and/or altered support. As an example, a first grade student who did not make adequate growth in blending and decoding intervention would additionally be provided phonemic awareness intervention.

For students who are in GATE or have mastered grade level standards, teachers differentiate instruction by varying the content or process. Additionally, these students spend one day a week meeting in small groups in the DE-S<sup>3</sup>P program. Our interventionists lead these groups of advanced learners in an effort to promote their academic achievement to the fullest potential.

#### **5. Professional Development:**

All teachers and staff at R. H. Dana receive ongoing, specialized training to align instruction across all curricular areas to increase student achievement. R. H. Dana has weekly Academic Collaboration for Excellence (ACE) times for grade level, cross grade-level, and school-wide collaboration. ACE calendars are established at the beginning of the year with a variety of professional development opportunities including extensive data analysis trainings which allow teachers to continuously tailor instruction to ensure our diverse learners’ needs are met. Formal assessments are given multiple times per year, but informal assessment is constant.

Monthly, the entire staff meets to focus on school wide goals and student progress monitoring. Three times a month, grade level teams and cross grade level teams meet to discuss various topics of reading, writing, and math. Grade level teams can collaborate on comprehension, vocabulary, fluency, common assessments, interventions, or any of the topics listed on the ACE Minutes accountability sheet. In addition, teachers participate in Action Walks to observe other teachers and gain insight on best practices. This allows the staff

time to observe another teacher and provides models of instruction that teachers can implement in their own classrooms.

Due to the school-wide academic goal of writing, content coaches and other teacher mentors have focused on professional development that pertains to writing. Several teachers participated in a five-day Thinking Maps and Write to Beginning trainings. Thinking Maps' trainers have developed a systematic plan to incorporate Thinking Maps school-wide and are available for consultation and ongoing teacher support. The maps are used across all grade levels and curricula to encourage depth and complexity. Our focused efforts have resulted in a 50% increase of students improving from a score of "1" to "3" on district writing rubrics.

The commitment to staff development embraces the belief that educators at R. H. Dana are life-long learners.

## **6. School Leadership:**

As a professional learning community, school leadership at R. H. Dana is a shared responsibility. Beginning four years ago, staff decided to replace the traditional leadership team with leadership meetings that involved all staff members. These leadership meetings have evolved so that teachers now present best practice ideas on topics related to student learning and improvement. In some cases, the principal recruits teachers to lead a dialogue; and in other cases, teachers bring forth ideas they are implementing such as using Thinking Maps to enhance comprehension, writing, and critical thinking. During Articulation and Collaboration for Excellence (ACE) time, the principal walks through grade level team meetings to facilitate collaboration in areas related to progress monitoring, professional development, and data analysis, with student improvement being our school-wide goal.

With the belief that teachers play a strong role in implementing rigorous academic and behavioral standards, the school has created a positive behavior management program that puts teachers in the role as leaders to address the behavioral needs of each student. It is recognized that student behavior is directly tied to academic growth and is managed and led by each teacher.

Our principal and teachers maintain high visibility before, after, and during school with parents and other stakeholders. We have a heavily layered intervention program within the school day as well as after school programs such as ASES, YMCA, and Big Brothers and Big Sisters.

Many programs are offered to assist parents with taking on leadership roles such as English Learners Advisor Committee, Parent Study Skills Workshops, PTA, and School Site Council (SSC). For instance, the SSC, which consists of parents, school staff, and the principal, meets five times a year to work collectively to create and revise the Single Plan for Student Achievement. As a result, resources are allocated to maintain our focus upon student improvement.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2 Test: California Standards Test

Edition/Publication Year: 2009

Publisher: State of California

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient, Advanced	65	70	67	63	45
Proficient, Advanced	30	29	27	26	17
Number of students tested	71	56	60	46	71
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Proficient, Advanced	62	62	53	59	32
Proficient, Advanced	29	19	20	21	6
Number of students tested	51	42	40	29	47
<b>2. African American Students</b>					
Proficient, Advanced					
Proficient, Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient, Advanced	62	66	61	57	28
Proficient, Advanced	26	29	20	24	4
Number of students tested	50	41	41	33	50
<b>4. Special Education Students</b>					
Proficient, Advanced					
Proficient, Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Proficient, Advanced	64	65	66	56	29
Proficient, Advanced	26	26	24	22	4
Number of students tested	47	38	38	32	48
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 2 Test: California Standards Test

Edition/Publication Year: 2009

Publisher: State of California

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient, Advanced	71	68	47	50	28
Advanced	17	25	17	20	4
Number of students tested	71	56	60	46	72
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Proficient, Advanced	67	59	28	41	13
Advanced	10	21	8	10	0
Number of students tested	51	42	40	29	48
<b>2. African American Students</b>					
Proficient, Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient, Advanced	66	61	34	39	16
Advanced	1	20	5	6	2
Number of students tested	50	41	41	33	51
<b>4. Special Education Students</b>					
Proficient, Advanced					
Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Proficient, Advanced	66	58	37	37	14
Advanced	6	13	5	6	2
Number of students tested	47	38	38	32	49
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:



Subject: Mathematics

Grade: 3 Test: California Standards Test

Edition/Publication Year: 2009

Publisher: State of California

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient, Advanced	81	74	45	41	32
Advanced	59	43	18	19	3
Number of students tested	49	51	49	63	59
Percent of total students tested	96	93	100	100	100
Number of students alternatively assessed	2	3	0	0	0
Percent of students alternatively assessed	4	6	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Proficient, Advanced	76	69	37	27	20
Advanced	50	36	11	7	0
Number of students tested	38	33	35	41	44
<b>2. African American Students</b>					
Proficient, Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient, Advanced	81	68	38	31	18
56	56	34	9	9	0
Number of students tested	36	35	35	45	44
<b>4. Special Education Students</b>					
Proficient, Advanced					
Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Proficient, Advanced	77	69	14	25	14
Advanced	53	28	0	5	3
Number of students tested	34	29	22	40	35
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Alternate assessment was California Modified Assessment (CMA).

Subject: Reading

Grade: 3 Test: California Standards Test

Edition/Publication Year: 2009

Publisher: State of California

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient, Advanced	63	59	30	32	8
Advanced	16	18	8	13	0
Number of students tested	49	51	49	63	59
Percent of total students tested	96	93	100	100	100
Number of students alternatively assessed	2	5	0	0	0
Percent of students alternatively assessed	4	6	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Proficient, Advanced	55	45	23	12	0
Advanced	8	12	6	5	0
Number of students tested	38	33	35	41	44
<b>2. African American Students</b>					
Proficient, Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient, Advanced	58	47	23	15	0
Advanced	14	6	3	2	0
Number of students tested	36	34	35	45	44
<b>4. Special Education Students</b>					
Proficient, Advanced					
Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Proficient, Advanced	53	38	0	8	0
Advanced	9	7	0	3	0
Number of students tested	34	29	22	40	35
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 4 Test: California Standards Test

Edition/Publication Year: 2009

Publisher: State of California

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient, Advanced	96	49	66	45	43
Advanced	76	21	31	14	21
Number of students tested	46	57	68	49	73
Percent of total students tested	92	97	100	100	100
Number of students alternatively assessed	4	2	0	0	0
Percent of students alternatively assessed	8	3	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Proficient, Advanced	94	43	51	35	37
Advanced	81	10	17	6	17
Number of students tested	31	39	41	34	46
<b>2. African American Students</b>					
Proficient, Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient, Advanced	97	42	57	36	32
Advanced	76	16	23	8	15
Number of students tested	33	38	47	36	54
<b>4. Special Education Students</b>					
Proficient, Advanced					
Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Proficient, Advanced	95	17	43	32	16
Advanced	65	4	9	7	5
Number of students tested	23	23	32	28	37
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Alternate assessment was California Modified Assessment (CMA).

Subject: Reading

Grade: 4 Test: California Standards Test

Edition/Publication Year: 2009

Publisher: State of California

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient, Advanced	83	70	50	49	41
Advanced	48	37	25	14	14
Number of students tested	46	54	68	49	73
Percent of total students tested	92	92	100	100	100
Number of students alternatively assessed	4	5	0	0	0
Percent of students alternatively assessed	8	9	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Proficient, Advanced	81	62	32	35	31
Advanced	39	32	10	3	7
Number of students tested	31	37	41	34	46
<b>2. African American Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient, Advanced	75	64	34	36	30
Advanced	36	31	11	8	6
Number of students tested	33	36	47	36	54
<b>4. Special Education Students</b>					
Proficient, Advanced					
Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Proficient, Advanced	65	38	13	25	11
Advanced	22	5	0	0	0
Number of students tested	23	21	32	28	37
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

=Interim assessment was California Modified Assessment (CMA).

Subject: Mathematics

Grade: 5 Test: California Standards Test

Edition/Publication Year: 2009

Publisher: State of California

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient, Advanced	72	47	66	51	38
Advanced	26	15	19	24	18
Number of students tested	50	65	47	62	55
Percent of total students tested	91	97	100	100	100
Number of students alternatively assessed	5	2	0	0	0
Percent of students alternatively assessed	9	3	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Proficient, Advanced	61	42	58	46	21
Advanced	19	10	10	17	0
Number of students tested	36	41	29	41	28
<b>2. African American Students</b>					
Proficient, Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient, Advanced	56	36	64	45	19
Advanced	23	7	12	18	3
Number of students tested	35	41	33	45	31
<b>4. Special Education Students</b>					
Proficient, Advanced					
Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Proficient, Advanced	37	22	50	23	9
Advanced	6	0	5	8	0
Number of students tested	16	27	20	26	23
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Alternate assessment was California Modified Assessment (CMA).

Subject: Reading

Grade: 5 Test: California Standards Test

Edition/Publication Year: 2009

Publisher: State of California

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient, Advanced	72	39	60	43	38
Advanced	24	16	17	19	13
Number of students tested	50	64	47	62	55
Percent of total students tested	91	96	100	100	100
Number of students alternatively assessed	5	3	0	0	0
Percent of students alternatively assessed	9	5	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Proficient, Advanced	61	24	59	32	18
Advanced	17	7	7	12	0
Number of students tested	36	41	29	41	28
<b>2. African American Students</b>					
Proficient, Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient, Advanced	63	25	48	29	19
Advanced	17	5	6	9	0
Number of students tested	35	40	33	45	31
<b>4. Special Education Students</b>					
Proficient, Advanced					
Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Proficient, Advanced	31	8	30	8	0
Advanced	0	0	0	0	0
Number of students tested	16	26	20	26	23
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Alternate assessment was California Modified Assessment (CMA).